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Annotation: 25 References

**ACT. *Reading between the lines: what the ACT reveals about college readiness in reading.* Retrieved from** [**http://schools.nyc.gov/NR/rdonlyres/FF204E0B-65B5-4DD4-9FAE-EE0C99ACB370/0/ACTReportSummary.pdf**](http://schools.nyc.gov/NR/rdonlyres/FF204E0B-65B5-4DD4-9FAE-EE0C99ACB370/0/ACTReportSummary.pdf)

This article discusses the importance of reading comprehension to prepare students for college. In order to measure college readiness, the ACT exam was used to determine a student’s literacy rate. Students will not be ready for the future if they don’t know how to read at their level. This in turn will affect their future career.

**Adamson, P., Adamson, B., Anderson, L., Clausen-Grace, N., Earnes, A., Einarson, C., … Wooten, A. (2006). Read and write it out loud!: Guided oral literacy strategies. School Library Journal, 52, p. 90.**

Adamson et al. studies the importance of read aloud in aiding teachers with the skills necessary to nurture a student’s reading comprehension through fluency. Fluency is an important component of bridging the gap on standardized tests.

**Alliance for Excellent Education. (2006, February). *Adolescent literacy* [Fact sheet]. Retrieved from** [**http://schools.nyc.gov/NR/rdonlyres/F62A486B-B05E-48F6-9503-F2A129416D28/0/AdolescentLiteracyFactSheet.pdf**](http://schools.nyc.gov/NR/rdonlyres/F62A486B-B05E-48F6-9503-F2A129416D28/0/AdolescentLiteracyFactSheet.pdf)

The Alliance of Excellent Education (2006) shows factual data that eight million students in the nation read below grade level. These students are able to decode texts xtbut are unable to comprehend what they read. This fact sheet shows statistics of students in grades 4-12 that read below grade level. If students read below grade level they will not be prepared for college, work and other demands of adulthood.

**Beck, I. & McKeown, M. (2001). Capturing the benefits of read-aloud experiences for young children. The Reading Teacher, 55 *(1)*, p. 10-20.**

Beck and McKeown examine the benefits of read aloud to young children. The interaction between the teacher and student is what guides read-aloud and critical questioning. The two main features of read-aloud are text and talk. The text of a book is important because students should be able to comprehend the content yet the text also needs to provide a challenge. Talking about the book and text helps students to synthesize their ideas into deep thoughts. However, children often times rely on the pictures in a read-aloud to understand the text.

**Begeny, C. (2011).** [**Effects of the helping early literacy with practice strategies (HELPS) reading fluency program when implemented at different frequencies**](javascript:%20void%200)**. The School Psychology Review, *40* (1), p. 149-57.**

Begeny shows studies that 40% of fourth students in the Unites States are not fluent readers. His research study focuses on building fluency instructional strategies within second graders. The program that he uses is called helping early literacy with practice strategies (HELPS). Reading fluency is an important part of improving a struggling reader’s reading level.

**Brenda, B., Buck, K., & Giles, R. (2009). First-grade reading gains following enrichment: phonics plus decodable texts compared to authentic literature read aloud. Reading Improvement, *46* (4), 191-205.**

Brenda, Buck and Giles conducts research based on teaching first graders literacy skills, such as phonetics and decoding texts versus the current instructional read aloud. The research was conducted on four groups of first graders. The first group consists of practicing decoding skills after learning phonetics. The second group uses read aloud for reading comprehension. The third group used both phonetics, decoding and read aloud. The fourth group consists of the untreated group. Below average students benefitted from learning phonetics and decoding texts. Their reading comprehension increased greatly as opposed to average readers. Average and advanced readers benefit from the creative challenge seen in read aloud.

**Cadenhead, K. (1987). Reading level: A metaphor that shapes practice. The Phi Delta Kappan, *68* (6), p.436-441.**

Caldenhead explains that the idea of grading a student’s ability to read originated from William McGuffy’s practice that different age groups need different reading materials. Their reading comprehension is based on the difficulty of the text. However, measuring reading levels stemmed from Francis Galton’s theory of mental measurement. Social and psychological development arises from knowledge. Complexities such as mental thinking can be measured. James Cattell believed that anything complex can be measured and reduced to a simplistic version. Mental measuring was introduced to public schools in 1922. Lewis Terman was the first person to suggest that all students should be given an intelligence test.

**Campbell, R. (2001). Read-alouds with young children. International Reading Association, p.114.**

Campbell research shows how teachers can increase the literacy rate of students by conducting an interactive read aloud in the classroom. Children learn from teachers as they model how to read and are able to develop an understanding of the text through interactive class discussions. Learning activities that encourage discussion, creative thinking and art improves a students reading level.

**Cooper, D. (n.d.). *Stopping reading failure: Reading intervention for upper-grade students.* Retrieved from** [**http://www.beyond-the-book.com/strategies/strategies\_012506.html**](http://www.beyond-the-book.com/strategies/strategies_012506.html)

Cooper discusses the strategical need for intervention towards struggling readers in the upper elementary grade level. Students are taught phonetics and vocabulary skills but these some struggling students have a difficult time applying these skills to their reading. Students become frustrated when they are not taught how to apply their decoding skills with the text that is being read.

**Cummings, K., Dewey, E., Latimer, R. & Good III, R. (June 2011). Pathways to word reading and decoding: The roles of automaticity and accuracy. The School Psychology Review, *40* (2), p. 284-295.**

Reading comprehension begins with basic strategical skills that students learn in school such as nonsense word fluency (NWF) and oral reading fluency (ORF). Nonsense word fluency has a basic focus on decoding strategies; sound by sound, word blending, whole words, decoding and recoding. Both skills and strategies are taught early in the school year to increase reading comprehension.

**Cummins, S. & Stellmeyer-Gerade, C. (2011).Teaching for synthesis for informational texts with read-alouds. Reading Teacher, *64* (6), p.394-405.**

Cummins and Stellmeyer-Gerade conducts research on two groups of third graders. The students were assessed based on reading comprehension during independent reading versus read aloud. Students were able to synthesize informational texts through read aloud because read aloud increases a student’s ability to comprehend the text, build on vocabulary and to become familiar with sound.

**Duncan, P. (2010). Instilling a lifelong love of reading. Kappa Delta Pi Record, *46* (2), p. 90-93.**

When teachers encourage reading as a lifelong habit, this motivation increases a students reading level naturally. Teachers should model reading as a form of encouragement and importance to literature. Giving students the ability to choose text of their interest will increase knowledge and reading skills. It is also important that students have time to read independently in school and out of school because this independent reading is used to build on reading skills such as fluency, vocabulary and comprehension.

**English Language Arts [Chart]. (2011). Retrieved from New York City Department of Education website:** [**http://schools.nyc.gov/daa/test\_info/default.asp**](http://schools.nyc.gov/daa/test_info/default.asp)

Elementary students in NYC are required to take state exams such as the English Language Arts Test. This exam is used to determine a student’s reading proficiency based on a series of reading passages and questions. All state exams are scored on a four point system. Based on the English Language Arts Chart, if students receive a score of 3 or 4, they are considered to have met the reading standard and grade level. If students receive a score of 1 or 2, they are below reading level and do not meet the state standards

**Ferguson, J. & Wilson, J. (2009). Guided reading: It’s for the primary teachers. College Reading Association Yearbook, 30, p. 293-306.**

Ferguson and Wilson studies the importance and use of guided reading within different elementary grades. Teachers were given surveys based on teaching experience, guided reading training and reading instruction methods used in classrooms. This study showed that guided reading is vital for struggling readers but only primary teachers found guided reading groups beneficial.

**Ford, M & Opitz, M. (2011). Looking back to move forward with guided reading. Reading Horizons, *50* (4), p. 225-240.**

Ford and Opitz research the history of guided reading 50 years ago which began as a basal instruction with direct reading. Guided reading is used all over the world but as time progressed, the practice changed. Instead of basal reading, scaffolding and support was nurtured to ensure individual student growth.

**Furtado, L. (2008). A read-aloud cross-age service learning partnership using multicultural stories. The Reading Matrix, 8 (*2*), p. 96-107.**

Furtado studies the effectiveness of read-alouds amongst students from pre-k to college by using multicultural story books. Using Yopp’s Preview- Predicit- Confirm (PPC) model, this study shows that read-alouds are effective in all diversified age groups. The PPC model is used to determine comprehension of a text.

**Kruse, M. (2007). Read- alouds? Think again. School Library Journal, 53 (*6)*, p. 36-37.**

Read aloud books can benefit students when used properly. If beginning readers are capable of reading the book on their own, it is not necessary for teachers to conduct a read aloud. This is because reading to students that can read the book independently is taking away their reading experience of building reading skills necessary for them to grow independently as readers.

**Mounce, A. (n.d.). *Strategies to teach students reading below grade level.* Retrieved from** [**http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=9647&CAT=none**](http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=9647&CAT=none)

Mounce discusses the different strategies used to teach reading comprehension to struggling students. These strategies include differentiating lesson plans, accommodation versus modification, increasing independence, technology, study guides and refocusing. Being able to provide students with the time and independence necessary will increase their reading level.

**National Center for Education Statistics, Institute of Education Science. (2009). *Trial urban district snapshot report: Reading 2009.* [Data set]. Retrieved from** [**http://nces.ed.gov/nationsreportcard/pdf/dst2009/2010461XN4.pdf**](http://nces.ed.gov/nationsreportcard/pdf/dst2009/2010461XN4.pdf)

The National Center for Education Statistics (2009) displays achievement scores based on reading proficiency. This data snapshot is focused on fourth grade students in New York City public schools. In 2009, 46% of large city public school in the fourth grade read below reading level. Compared to the Nation’s public school, 34% of fourth graders are below reading level.

**Pang, E., Muaka, A., Bernhardt, E. & Kamil, M. (n.d.). Teaching reading: Educational practices series- 12. International Academy of Education, p.6-24.**

Reading is an important component of education; it is the comprehension of written text. Teaching reading in schools includes oral language, phonological awareness, phonemic awareness, fluency, vocabulary, prior knowledge, comprehension, motivation, integrated reading, writing and texts. Students are able to read when they are able to process and recognize words as well as comprehending what they read.

**Prado, L., Lee, P. (2011). Increasing reading comprehension through the explicit teaching of reading strategies: Is there a difference among the genders? Reading Improvement, *48* (1), p. 32-43.**

Prado and Lee researches how reading strategies can increase a student’s ability to increase reading level. A pre test and post test is given to students and the study shows a significant increase in reading performance. Prado and Lee also study the difference between boys and girls in terms of reading gains and losses.

**Ross, J. (2004). Effects of running records assessment on early literacy achievement. Journal of Education Research, *97* (4), p. 186-194.**

Ross conducts a research to prove that running records are effective in improving a student’s reading. Teachers are able to assess a student’s fluency in reading and reading comprehension. The running record will determine areas of improvement for each student as well as their strengths. Students in treated schools that used running records outperformed those students in near treated schools by 12%.

**Santa, C. & Hoien, T. (1999). An assessment of early steps: A program for early intervention of reading problems. Reading Research Quarterly. 34. 54-79.**

Santa and Hoien noticed the main difference between struggling readers and average readers are the rate and process of comprehending instructional phonetics. Offering reading programs will enable students to gain skills in word recognition, reading texts and writing. In order to improve a student’s reading comprehension, it is important to intervene at an early age and to offer reading programs suitable to struggling readers. This article has an emphasis on reading recover and early steps program.

**Thames, D., Reeves, C., Kazelskis, R., York, K., Boling, C., Newell, K. & Yang, W. (2008). Reading comprehension: Effects of individualized, integrated language arts as a reading approach with struggling readers. Reading Psychology, 29, p. 86-115.**

The authors and researchers conducted a study on determining an instructional reading approach that benefits reading comprehension. The research focuses on a holistic balanced approach versus the traditional informative approach. Using a treatment group and a comparison group, assessment scores were given to below average, average and above average students in grade four through eight. Based on daily language arts in the curriculum, basal reading and analytical reading the study has shown that individualized, integrated language arts improves reading comprehension for struggling readers.

**Thomas. (n.d.). *Fountas and Pinnell- Early literacy experts offer new reading intervention program.* Retrieved from** [**http://www.openeducation.net/2009/05/15/fountas-and-pinnell-early-literacy-experts-offer-new-reading-intervention-program/**](http://www.openeducation.net/2009/05/15/fountas-and-pinnell-early-literacy-experts-offer-new-reading-intervention-program/)

Thomas exaplains the need for reading intervention programs using Fountas and Pinnells gradient text.Fountas and Pinnell uses small group guided reading practices to develop comprehension skills based on a student’s reading level. It was from this practice that Fountas and Pinnell’s found a need of using A-Z text gradients